

Appendix C
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive Support Needs

Table 3.1. Teaching Performance Expectations: Foundational Skills

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

***For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).** Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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a. print concepts, including letters of the alphabet	Primary Reading (PR) EDU4330 Reading on Print Concepts. Ready for RICA - Ch. 4, — Flashcards: “Concepts about Print, Letter Recognition, and the Alphabetic Principle” Introduce and practice print concepts EDU4333 Sessions 1-14 Review of Foundational Skills CTC - EDU4333 Upper Reading Syllabus.docx	Primary Reading (PR) EDU4330 on Observation Survey Running Records Presentation 9 Screening and Assessment for Dyslexia in-class https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.3sa3uw6fmwzm Practice for Concepts of Print https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.1ktrr6ptzbbj EDU4333 Practice RICA Test(s),	Primary Reading (PR) EDU4330 EDU4330 Session 14 Case study Assignment Put Reading First activity Session #8.. Science of Reading (Foundational) Final Quiz EDU4333 Final Assessment will be completion of the lesson plan. Candidates will read a lit book to the class and the Rubric will be used to assess https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.96rgz6mvhm51
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		Concept Cards, Case Studies Practice Concepts of Print https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.sck8x57fi3bw CTC - EDU4333 Upper Reading Syllabus.docx Session 1 EDU 4330 Fall 2024 Syllabus.CH.JB.KN. Assignments.ctc.. docx EDU 4333 Session 2 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.lr7f7lykuyhp EDU 4333 Session 1	
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.9hibsskuwoz	

b. phonological awareness, including phonemic awareness	Primary Reading - EDU 4330 From Syllabus, Lecture, Session 4 . Phonological Processing, up to and including Phonemic Awareness. -Assigned Reading: Fundamentals Ch 7 Phonological Awareness: A Critical Foundation Session 5 HOW TO HELP SOUND BY SOUND READERS Session 6 Summary of the Relationship between Phonemic Awareness and Orthographic Mapping EDU4333 Session 1 and 2 Spelling, Foundational Skills needed for spelling Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 2 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hIsxi6FG	Primary Reading EDU 4330 Session 4 When a student has sound by sound decoding. . (PhonemicAwarenessActivities.pdf) Other Phonemic Awareness Tasks for practice. EDU4333 Spelling Session 1 & 2, In-class Introduction to Spelling and spelling rules, Foundational skills needed for spelling, use of Concept Cards for RICA, Review and write-up 1st grade Case Study EDU 4333 Session 2 CTC - EDU4333 Upper Reading Syllabus.docx Session 1	Primary Reading EDU 4330 Session 5.. One-Minute Activities with feedback to students (from Equipped), pp24-25...), and 172 Session 5.. PA Assessment: (5 pts.) Link below Phonemic Awareness Chart: 6 Layers: Session 2 “Socioemotional Factors in Dyslexia.” Chapter Presentation CDG: California Dyslexia Guidelines Chapter 5 Link Below..
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	7/edit#bookmark=id.bo1ruhyvjofe https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.jpalyoxu0hwxw	CTC - EDU4333 Upper Reading Syllabus.docx	EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc PR EDU 4330 Session 8.. Science of Reading (Foundational) Final Quiz (includes Phonemic Awareness). Session 5 Quizlet 2 (Copy of sample Quizlet 2) EDU4333 Use writing samples to practice stages of spelling, assess understanding of 1st grade Case Study Case Study CTC - EDU4333 Upper Reading Syllabus.docx
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*

c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	Primary Reading, EDU 4330 Syllabus Agenda, Session #6: Phonics (Encoding/Decoding), Orthographic Mapping. Instruction & Remediation. Assigned Reading:.. Fundamentals, Chapter 8 Session #6 Phonics Instruction Primary Reading, EDU 4330 How We Read A Graphic Literacy Cartoon.pdf, EDU4333 Foundational Skills, Spelling, Word Recognition Session 1, 2 Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 2 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.fvz7chrs881x	Primary Reading EDU 4330 <u>Session 5 Practice Directions, Practice and Assessment Heart Word -Heart Word Worksheet</u> Candidates will choose one item from the list, create a lesson/game and present to the class Candidates, in partners, will be assigned to develop a games and manipulatives for students to practice one of each the following: phonics, spelling, word recognition, letter-sound correspondence, spelling sound	PrimaryReading, EDU 4330 Session 5.. <u>Assessment Directions, Practice and Assesment Heart Word -Heart Word Worksheet</u> Session 6 Link to Embedded Quizlet #3 Doc: Embedded Quizlet #3 Assessment Session #6, Word Chain 112 Encoding/Decoding.UFLI Session 4 Structured Literacy Assignment due Session 5.
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		and sound symbol correspondence. Candidates will provide directions for their game and manipulatives to the whole class. https://docs.google.com/document/d/1kIoSuMvvZ4vUx8OM8rvpV4uC0URlwO5/edit#bookmark=id.sazi31j25zwy Ten Fun In-Class Letter-Sound Correspondence Activities Lexia Session 6 Practice: Word Chain 112 Encoding/Decoding.UFLI in-class EDU4333 Introduce Spelling, review of foundational skills	Due Session 6 Synchronous Spelling Patterns/ Morpheme Assignment on Inflectional Morphemes Use Teaching Inflectional Morphemes (for Candidates) AND Teacher Copy of - ING Version UFLI Foundations Session 8 Final on SOR & the Foundational Skills EDU4333 Student's Writing Samples to analyze to determine levels, strengths, needs Focused Educational Tasks practice Primary Spelling & Writing Conventions
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		Pre-Reading CTC - EDU4333 Upper Reading Syllabus.docx Primary Spelling & Writing ConventionsCTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.iku7ygruzry2	https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.u48anrhb0eyg

d. decoding and encoding, including morphological awareness	Primary Reading EDU 4330 Session 5. Syllabus Agenda, Lecture, Phonemic Awareness and Orthographic Mapping: Lecture: • How Orthographic Mapping for Reading and Spelling (Decoding and Encoding) Works, @Slides 17 - 25 Lecture, Session 5, Lecture Strategies for Developing Instant Word Recognition, including Morphemic Awareness Lecture: Use of Morphemes in Early Grades EDU 4330 PR -Why Visual Memory is Not the key to Orthographic Mapping EDU4333 Session Morphology Review of Morphology Instruction and use in upper grades CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx	Primary Reading EDU 4330 Session #6. Syllabus Agenda: Say (Decode) with MePractice Session 7 Syllable Types Session 6 Practice: Word Chain 112 Encoding/Decoding.UFLI EDU 4333 ULR Exercises using specific words (i.e., morphology) CTC - EDU4333 Upper Reading Syllabus.docx	Primary Reading EDU 4330 Session 5.. Due 6 Synchronous Spelling Patterns/ Morpheme Assignment on Inflectional Morphemes., using Teacher Copy of -ING Version UFLI Foundations Directions for Candidates: Teaching Inflectional Morphemes with UFLI Final on SOR & the Foundational Skills
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			Assessment: Word Chain 112 Encoding/Decoding.UFLI EDU 4333 ULR Morphology assignment using specific content covered in individual classrooms

e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	PR EDU 4330 Lecture, Session 5, Lecture: How Orthographic Mapping (OM) for Decoding and Encoding Builds Fluency Session 9 on Multilingual learners and Fluency https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.lj4fs47ul8snrk=id.plx8it5nnsko Readings: RFR - Ch. 8 : Role in Reading Development and factors that affect development of fluency. Ch. 9: Fluency instruction and assessment. EDU4333 Session 7 Fluency Domain III, Case Studies) Vocabulary – emphasize morphology and use of context CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Session 9 2 links below work Fluency:-Parsing/phrasing, pacing prosody 7.5,E Modeling, understanding, Assessment EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc.docx Candidates will design a prosody pyramid https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.plx8it5nnsko	PR EDU 4330 Knowledge assessment on Ch. 10, 11, 17. Modeling, understanding, Session 8 Final on SOR & the Foundational Skills Candidates will teach each pyramid to the class and peers will review https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.plx8it5nnsko Scores of 10 or more indicate that the student is making good progress in fluency. Scores below 10 indicate that the student needs additional instruction in
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		EDU4333 Credential students will practice strategies during class sessions and will practice in clinical settings with student(s) CTC - EDU4333 Upper Reading Syllabus.docx	fluency. Score Rubric modified from Tim Rasinski – Creating Fluent Readers https://nces.ed.gov/nationsreportcard/studies/orf/scoring.aspx#passage Rubric for Case Study https://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf Assessment Poster EDU4333 Write-Up Case Studies and practice with student in class Reflections and student samples Case Study CTC - EDU4333 Upper Reading Syllabus.docx
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			Language Arts (LA) Schedule Work in groups to create a LA schedule for students Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx

f. instruction that is structured and organized as well as direct, systematic, and explicit	PR EDU 4330 Lecture, Session 4: Guidelines on Structured Literacy NOTE: Link to Lecture Slide Deck for Session 4 has been included in the syllabus. It can also be found at the following: #4 PR Session EDU 4330. Fall 2025.pdf https://drive.google.com/file/d/1egO-gmSQX6ks873-zKYW3qx23diAQwZ6/view?usp=sharing ULR EDU4333 Sessions 1,2,3,5,8,9,10 Explicit Instruction of concepts and strategies for upper grades. Each session provides systematic and explicit instruction of strategies and concepts for reading in the upper grades. Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 2	PR EDU 4330 Session 4 (26) Structured Literacy Assignment. 2 parts. (In-Class. Ladder of Reading Practice Structured Literacy Guide (also Students will set up short lessons using the guide on p.4 https://www.readingrockets.org/sites/default/files/2023-09/structured-literacy.pdf ULR EDU4333 Credential students will practice strategies during class sessions and will practice in own classrooms with student(s) EDU 4333	PR EDU 4330 Session 4. Sessions 4-5 Due Session 5 Structured Literacy Assessment on SL. Asynchronous. Session 6 (26) Assessment in class: -Teaching a Structured Literacy Approach/Focus: Fluency & Comprehension Candidates will be assessed using the Case Study https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.dk3un8jpdyti Session 8 PR EDU 4330 Final on SOR & the Foundational Skills
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	https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.9l224xsord5y Session 3 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.fs88qxv88uij Session 5 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx Session 9 CTC - EDU4333 Upper Reading Syllabus.docx Session 10 CTC - EDU4333 Upper Reading Syllabus.docx EDU4333 Sessions 5, 6, 8, 9 Introduce strategies for comprehension, fluency, and higher-order thinking skills. Session 5	Practice with partners in class and Narrative Unit and Lit schedule EDU4333 Practice in different academic areas using prompts CTC - EDU4333 Upper Reading Syllabus.docx	EDU 4333 Narrative Unit, Language Arts Schedule Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx Session 6 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx Session 9 CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx		

g. connected, decodable text	PR EDU 4330 Lecture Using connected, decodable texts in the first and second grade classroom. Using UFLI site	PR EDU 4330 Practice: Decodable Text (Fluency & Comprehension Focus) Session 6 In-class Partnered Practice on Decodables with Feedback	PR EDU 4330 Session 8 PR EDU 4330 Final on SOR & the Foundational Skills Session 4 Structured Literacy Assessment on SL. Candidates will work in pairs and write a short decodable book and present to class, Peers will review them https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.hmj4xl3qwl63 Assessment in class: _-Teaching a Structured Literacy Approach/ Focus: Fluency & Comprehension in Decodables.
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	PR EDU 4330 Session 6 Lecture On: Syllable Type Chart Lecture, Session 5, •Types of Word Recognition Strategies, including Morphology and Teaching Inflectional Morphemes. EDU4333 Morphology Review of Morphology instruction and use in upper grades CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Syllable Type Chart and Practice in Context. Session 6 EDU 4333 ULR Exercises using specific words (i.e., morphology) Students will use words from a specific academic area to review skills CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Practice: Decodable Text (Fluency & Comprehension Focus) Fluency Quiz R EDU 4330 Final on SOR & the Foundational Skills EDU 4333 ULR Design a Morphology assignment using specific content covered in individual classrooms

i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Upper Level (ULR) Reading EDU 4333 Sessions 1,3,5,8,9 Spelling and Writing Conventions, Activity for the Reading Process, Think-A- Louds, and Shared Reading, Intro- duce by activity Responses to Literature such as Questioning Techniques, Content Area Text Features, Organization of Expository Texts Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 3 CTC - EDU4333 Upper Reading Syllabus.docx Session 5 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx Session 9	EDU 4333 Partners work in class to practice the strategies and skills for each activity CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Final on SOR & the Foundational Skills EDU 4333 Credential students will practice these strategies and skills in their own classrooms and bring evidence to class CTC - EDU4333 Upper Reading Syllabus.docx
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	CTC - EDU4333 Upper Reading Syllabus.docx		

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

***For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.	EDU 4330 Interactive Read Aloud Model -The Empty Pot-Demi 7.6 Session 1, Slides 17-25 ULR EDU 4333 Session 5, 6 Presentation on Responses to Literature, the introduction of an ELA Upper-Grade program, KWL, Cloze procedure, Bloom’s Taxonomy Session 5 CTC - EDU4333 Upper Reading Syllabus.docx Session 6 CTC - EDU4333 Upper Reading Syllabus.docx	EDU 4330 Session 2 DUE: Bring Read Aloud book with annotations and vocabulary list 7.6 P https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.f26i9p3qgsim EDU 4333 Students will practice in class and will have chosen a book to use for their class to build a unit CTC - EDU4333 Upper Reading Syllabus.docx	EDU 4330 Read Aloud Assignment EDU 4333 Students will continue to work on Literature Units Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx

Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	PR EDU 4330 Comprehension Presentation. Session 11. Research based comprehension techniques. RFR- Ch. 13: Comprehension Instruction Before During and After.: Gr. K-3. EDU4333 Sessions 5,8,9,10,11,13,14 Questioning Techniques, Literature Circles, Case Studies to analyze strengths and weaknesses when reading text, Content area features Session 5 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx Session 9 CTC - EDU4333 Upper Reading Syllabus.docx Session 10	EDU 4330 In addition candidates must must work with a student in reading. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.370l2ix0pqjs EDU4333 Students will practice Lit Circles, analyzing Case Studies, How to find evidence in text Session 8 CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Read aloud Assignment EDU4333 Using books for Lit Units to develop a Lit Circle Session 8 CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7jjql7f21yja
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	CTC - EDU4333 Upper Reading Syllabus.docx Session 11 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.byz3vferoq96 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.f9hwx37t6xsj Session 13 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.9c0g60x6wpaf https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.dk3un8jpdytj Session 14 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7jjql7f21yya		

7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.	EDU 4333 Session 6, 10, 11, Strategies and skills to support all students (including ELL's) language development, balancing information and literacy texts Session 6 CTC - EDU4333 Upper Reading Syllabus.docx https://keystoliteracy.com/blog/oral-language-the-foundation-for-reading-and-writing/ Session 10 CTC - EDU4333 Upper Reading Syllabus.docx Session 11 CTC - EDU4333 Upper Reading Syllabus.docx	EDU 4333 Practice differentiating roles of teacher and student, difference between vocabulary and academic language CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.gu98opxwg10k In class activity to practice Oral and Written Language https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.19b6ylq48t7l	EDU 4333 During class, students will develop a formative assessment to use in the classroom. Assessment will be used in the classroom Candidates do Peer Review of oral and written assessment for this activity CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
			candidate understanding. https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.wpx1aox5e495

Create environments that foster students' oral and written language development, including discipline-specific academic language.	PR EDU 4330 Session 1, Cambourne/Dweck lecture to understand asset-based pedagogies and how it is incorporated in a literacy classroom. 7.3 Asset-based vocabulary practice. Session 9, Focus on Multilingual Learners instruction strategies. Chapter 17: Literacy Instruction for English learners. Discuss variables that affect literacy acquisition, consider stages, outline similarities and differences when teaching multilinguals. EDU4333 Sessions 7, 9, 10 Strategies for identifying vocabulary and academic vocabulary Session 7 CTC - EDU4333 Upper Reading Syllabus.docx Session 10 CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Practice strategies and techniques with a student. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.370l2ix0pqjs EDU 4333 Partner practice identifying academic vocabulary specific to content areas CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.gu98opxwg10k Candidates will choose academic area and use the 8 strategies for building academic	PR EDU 4330 Case Study assignment EDU 4333 Developing different vocabulary and academic vocabulary for different academic areas with students CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.gu98opxwg10k
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		language to provide a model for each one https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley	Candidates will use the Frayer Model to create an assignment using an academic discipline and language https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.fa32rrhf7aaw

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	EDU 4330 Sessions 13 & 14 Writing Writer's workshop https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7r86lvh6p42 Session 10 Language development using diverse texts https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.e4zjbxvytzkk Multimedia Texts https://www.readingrockets.org/topics/ed-tech-and-digital-media/articles/using-multimedia-support-reading-instruction	EDU 4330 Sessions 13,14, and 15 Journaling practice and sharing. EDU4333 Session 2 Link below https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7r86lvh6p42 Link to syllabus with link to Multimodal learning strategies https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.1h5jnzsb5aqw	EDU 4330 Sessions Session 15 Writing Lesson Video Multimedia Texts Candidates will write a self - reflection on this assignment including an evaluation of the diverse modes they chose for each student. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.1199x1a17v40

Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	EDU 4330 Session 9 Introduction to Translanguaging (click numbers at bottom of slide deck to move to slides 41-61) Slides 41-61 Reading: Fundamentals: Chapter 17: Literacy Instruction for English learners EDU 4333 Translanguaging CTC - EDU4333 Upper Reading Syllabus.docx EDU 4107 Fnds for Teaching English Learners Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx SDAIE Lesson Presentation + Rubric EDU 4107 Foundations for Teaching English Learners.docx Individualized Lesson Plan for English Learner + Rubric	EDU 4330 Session9 Pair share how to incorporate pedagogical approach that embraces the fluid language practices of multilingual students. EDU 4333 Provide examples of translanguaging for specific languages EDU 4107 Fnds for Teaching English Learners Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx SDAIE Lesson Presentation + Rubric EDU 4107 Foundations for Teaching English Learners.docx Individualized Lesson Plan for English Learner + Rubric	PR EDU 4330 Paragraph Summary of how to incorporate Fluency for Multilinguals into classroom. Slide 54 https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.w4tzk1y218t EDU4333 Candidates will develop a list of multilingual resources for use in the classroom. Candidates will choose 4 idioms and present them in the different languages of children in the classroom and look at the different meanings for each idiom.
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	EDU 4107 Foundations for Teaching English Learners.docx EDU 4113 SPED for the Classrm Teacher Teaching English Learners Effective Practices EDU 4110 SPED for Classroom Teacher.docx People First Language Effective Practices EDU 4110 SPED for Classroom Teacher.docx EDU 4200 Classrm Management for SPED Teachers Teaching English Learners Effective Practices EDU 4200 Program Management .docx People First Language Effective Practices EDU 4200 Program Management .docx	EDU 4107 Foundations for Teaching English Learners.docx EDU 4113 SPED for the Classrm Teacher Teaching English Learners Effective Practices EDU 4110 SPED for Classroom Teacher.docx People First Language Effective Practices EDU 4110 SPED for Classroom Teacher.docx EDU 4200 Classrm Management for SPED Teachers Teaching English Learners Effective Practices EDU 4200 Program Management .docx People First Language Effective Practices EDU 4200 Program Management .docx	EDU 4333 Candidates will choose 2 Activities from the link below and give their own examples for each one https://www.tesol.org/blog/posts/6-translanguaging-activities-to-foster-writing-for-multilingual-learners-of-english/ https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.w93faqn14c96
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7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.	EDU 4330 Session 13 Writing Process part 1: Slides Topic generation, explicit instruction, cycle of writing Narrative writing. EDU 4333, 1,8, 11 Writing Skills - Developing Writing Skills Presenting Writer's Workshop, expanding Lit Circles and Peer Editing Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx Collaborative Learning Through Student Discussion... https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.b9awdcndc5w7 Teaching Effective Expression... https://www.youtube.com/watch?v=gKxoisO7oHM	EDU 4333 Session 1, 8, 11 Students analyze a student's writing (in their class, practice Literature Circles, and Writer's Workshop) Development and practice with questions that promote dialogue Session 1 CTC - EDU4333 Upper Reading Syllabus.docx Session 8 CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.w9v8akrxkuh9 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.w9v8akrxkuh9	EDU 4333 Session 1, 8, 11 Class- rm samples self-assessment of Literature Circle they presented in class, and Writer's Workshop by answering questions CTC - EDU4333 Upper Reading Syllabus.docx Peer Assessment for Lit Unit https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.hfyion7qn8ks
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	Session 11 CTC - EDU4333 Upper Reading Syllabus.docx	Session 11 CTC - EDU4333 Upper Reading Syllabus.docx	

Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	EDU 4330 Session 14 <i>Writing Part 2: Plan, revise, edit, independence, stamina, shared writing, interactive writing, routines, environment, stamina, min</i>EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docxi -lesson. EDU4330 #14 <i>Teaching Peer Feedback</i> https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URLwO5/edit#bookmark=id.yiydtf4wh3p https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.hejmw66j0jqk EDU 4333 Session 11 Writer’s Workshop	EDU 4330 Session 14 Writing Assignment to use in student teaching/ internship. Candidates provide annotations (either on the video or a document) for the clip that includes a brief rationale for the teaching practices recorded. The annotation should include the following: Student engagement, positive learning environment, expectations for learning, and monitoring for student understanding. EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.lhlrvd1x4qb9 EDU 4333 Collect writing samples and practice using writing samples from students in clinical setting.	EDU 4330 Session 14 <i>Performance Task: Writing Lesson Writing Lesson Video :</i> EDU 4333 Results from Writing Samples Candidates are assessed using Writer’s Workshop and the Case Study CTC - EDU4333 Upper Reading Syllabus.docx See links below: https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJh
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	CTC - EDU4333 Upper Reading Syllabus.docx	Candidates will be doing Writer's Workshop in course setting CTC - EDU4333 Upper Reading Syllabus.docx	CGyMI0hlsxi6FG7/edit#bookmark=id.lq9xt9w9q1bw https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.lq9xt9w9q1bw https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.wxrvsxp8jgm6 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.yihrrjjsb3btf

Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	EDU 4330 Reading chapter 18 Technology for Elementary Literacy Instruction page 316 Assistive Technology EDU4330 https://www.readingrockets.org/topics/assistive-technology/articles/assistive-technology-writing EDU 4113 Tech Apps in the Classroom Tech Tools/Teaching with Tech EDU 4113 Tech Apps in the Classroom.docx EDU 4207 Teach for SPED AT to Support Writing EDU 4207 Tech in SPED.docx AT to Support Reading Syllabus EDU 4252 Fall 2024.docx	EDU 4330 Sessions 13 & 14 Writing Writer's workshop In the course setting, candidates will practice with a peer.. Choose a student and plan an activity for using 3 different tools from the article.https://www.learning.com/blog/connection-keyboarding-and-literacy/ https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.i0e0f6sbfln6 EDU 4113 Tech Apps in the Classroom Tech Tools/Teaching with Tech EDU 4113 Tech Apps in the Classroom.docx EDU 4207 Tech for SPED	EDU 4330 Sessions 13 & 14 Case Study and Writing Video Assignment In clinical setting, candidates will use the activities with one or more students and the three tools they used. Students will post a reflection on the Discussion Board and receive feedback from 3 other candidates. https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.33vd0vcclawz
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	At to Support Communication EDU 4207 Tech in SPED.docx	AT to Support Writing EDU 4207 Tech in SPED.docx AT to Support Reading Syllabus EDU 4252 Fall 2024.docx At to Support Communication EDU 4207 Tech in SPED.docx	

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	4330 Session 14 Slide 54 -Letter Formation and Conventions Letter Formation https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/?srsltid=AfmBOoo7VA1C_HzoaFHox5Bfw6dDcwKPatlOfjCa9Yax-fTGQa-1Bjsq https://www.theotoolbox.com/letter-formation/ Writing Writer's workshop See Balanced Literacy Diet Share Resources	EDU 4330 Sessions 14 Writer Workshop Side Deck Writing Writer's workshop Each candidate will work with a partner and, use the letter formation chart to teach each other how to write 5 letters. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.gspr3hgsicov	EDU 4330 Sessions 14 Video Recording of Writing Lesson Case Study and Writing Video Assignment Candidates will watch the Video first. Candidates will choose students in their clinical setting to teach letter writing to. Supervisors will observe and critique. https://www.youtube.com/watch?v=LRpt0RoyA_Q

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

***For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	PR EDU 4330 Lecture, Session 4: Asset-Based Adaptations and UDL for Dyslexic and other struggling readers ,udlguidelines.cast.org UDL: The UDL Guidelines EDU 4333 Session 7 UDL Guidelines Session 7 CTC - EDU4333 Upper Reading Syllabus.docx https://www.readingrockets.org/topics/curriculum-and-instruction/articles/response-instruction-and-universal-design-learning-how https://teaching.uic.edu/cate-teaching-guides/inclusive-equity-minded-teaching-practices/universal-design-for-learning-udl/	PR EDU 4330 Multiple Means. Practice & Assessment of UDL EDU 4333 Work in small group to use guidelines for students CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.oeu0wsn16xci https://www.youtube.com/watch?v=Ql7RZHWnCuM	PR EDU 4330 MultipleMeans. Practice & Assessment of UDL EDU 4333 Practice with students, set up different strategies for students under 3 of the guidelines https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.m9asoaghpr5z Candidates will use the Rubric in the link below to create a lesson plan using UDL Guidelines https://docs.google.com/document/d/1SHbV
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.owdb9x2sxffi https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.4yiru9yidhvw		LyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.wqr4whl679rj

Plan and implement evidence-based literacy instruction (and integrated content and nb instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);	PR EDU 4330 <i>Session 4.. MTSS Lecture and Basic Flow of Assessment</i> Candidates will view the video as an Intro to MTSS. Then with a partner create a presentation from given information. https://www.youtube.com/watch?v=KiYIXH0979A https://ocde.us/MTSS/Pages/CA-MTSS.aspx	PR EDU 4330 Session 5, Intervention Practice Exercise and Assessment in Tier 1, 2, 3 Candidates will share brief with each other to understand MTSS Lessons From the Pilot of MTSS School-Site Implementation Candidates will be given a set of sample data to analyze, decide on the Tier and suggest interventions. https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsx	PR EDU 4330 Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 EDU 4330 Primary Reading.Spring 2025 Syllabus.Descriptors.ctc..docx Candidates will research how MTSS is used in their school site and present a slide presentation. https://docs.google.com/document/d/1wryJsfhrPQcjinfoGdjy-MaGBHegocYPN/edit?usp=sharing&ouid=1026317585875879
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		i6FG7/edit#bookmarks=id.b40b2vbb45xb	86918&rtpof=true&sd=true

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	PR EDU 4330 Session 4 <u>Candidates Read and present on a chapter from the CDG.</u> (California Dyslexia Guidelines). <u>https://docs.google.com/document/d/1kl0SuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.hhzk203ok6fq</u> Candidates will read and watch the video on Dyslexia. <u>https://docs.google.com/document/d/1kl0SuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.7zwmq5pp2q4w</u>Candidates will view slide show (The Science of Reading) and break into groups to present in course) EDU 4333 Session 12 Review of California Dyslexia Guidelines <u>https://www.cde.ca.gov/sp/se/ac/documen</u>	PR EDU 4330 Session 4.. <u>Signs & Symptoms of Dyslexia with Practice and Assessment of Student Chart for Dyslexia Symptoms</u> In small groups, candidates will practice strength and needs using Case Studies from link below. Students will also decide on a plan of action. <u>Using Case Studies to Understand Dyslexia Breakout Session Wasatch Reading Summit October 3rd, 2018</u> EDU4333 Complete Modules from UC-CSU <u>CTC - EDU4333 Upper Reading Syllabus.docx</u>	PR EDU 4330 Session 4.. <u>Signs & Symptoms of Dyslexia with Practice and Assessment of Student Ses 4 Chart for Dyslexia Symptoms</u> EDU4333 Identify students diagnosed with Dyslexia and those with reading difficulties including use of strategies used along with diagnosis <u>CTC - EDU4333 Upper Reading Syllabus.docx</u> EDU 4333 Each candidate will choose a student diagnosed with dyslexia and complete
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	ts/cadyslexiaguidelines.pdf Session 12 CTC - EDU4333 Upper Reading Syllabus.docx		the Checklist and a lesson plan from the links below. Supervisors and course Instructor will monitor and work with candidates to complete forms https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.okq5o3cf7rbs EDU 4333 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.m9asoaghpr5z

TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	PR EDU 4330 Session 4 Formative Assessment , IRI, Progress Monitoring Tool for Phonemic Awareness to Advanced Level. EDU 4333 All Sessions Introducing IRI's, Miscue Analysis, Running Records, Think-Pair- Share, Self Assess- ment CTC - EDU4333 Upper Reading Syllabus.docx	PR EDU 4330 Session 4 Signs & Symptoms of Dyslexia with Practice and Assessment of Student Chart for Dyslexia Symptoms EDU 4333 Candidates will administer IRI's, practice other formative assessments throughout the semester https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.22mou6xaqsao	PR EDU 4330 Informal Assessment of PA EDU 4330. Session 3 Signs andSymptoms Dyslexia Chart Assignment. EDU 4333 Candidates will write up observations and analysis of assessments in their clinical placement and present formative assessment administered CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.22mou6xaqsao
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			<u>Page 1: Formative Assessment</u>

Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	EDU 4330 SESSIONS 7 & 8 Presentation on Assessments: Slide Presentation DIBELS Training • Observation Survey • Running Records history and update Session 7 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.zhpk0z4nwotl Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.du49b8hnjd0 CDG Chapter Presentation 9 - Screening and Assessment for Dyslexia	EDU 4330 Session 8 In-class performance practice: several literacy assessments. 7.5 a,e,f Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.du49b8hnjd0 Candidates will use the content below to read and complete case study questions https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/IRIS_early_reading_case_study.pdf	DU 4330 Session 8 Discussion Questions Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit?pli=1#bookmark=id.du49b8hnjd0 EDU 4333 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJi6FG7/edit#bookmark=id.dk3un8jpdytj https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJ
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	https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.du49b8hnjd0 EDU 4333 Assessment - How to use informal assessments and screenings to determine a student's literacy profile : CTC - EDU4333 Upper Reading Syllabus.docx EDU 4333 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.ugt9sgs9jrti		hCGyMI0hlsxi6FG7/edit#bookmark=id.xuwve18r8ivz Candidates will be assessed by the Supervisor and Faculty member using the Observation Form and Lesson Plan for Students with Dyslexia or Reading Discrepancy at link below https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.f60jhbe4ubnh
		EDU 4333 Practice each session using a Case Study and assessments administered CTC - EDU4333 Upper Reading Syllabus.docx	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.2lr5uu8c4q2k https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.2jes3dl87nz	

Understand how to appropriately assess and interpret results for English learner students.	EDU 4330 Session 9.. EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx Information ELL's and assessment in links below https://www.readingrockets.org/topics/assessment-and-evaluation/articles/best-practice-ells-screening https://www.hmhco.com/blog/ell-assessment-strategies?srsId=AfmBOorZRLjxSZt9d1pj7SdJVvsyOgCulwDEU1etKdWLKIBSn6rShOIZ	EDU 4330 Session 9.. EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx Candidates will use this article as a guide to choose one assessment to use in their clinical placement. They will bring the assessment back and share in small group giving each member of the group the assessment they can use themselves. https://www.edweek.org/teaching-learning/opinion-assessment-strategies-for-english-language-learners/2021/04	EDU 4330 Session 9 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.lj4fs47ul8sn Candidates will use MAGICAL to generate a rubric to evaluate ELL learners on a specific lesson MagicSchool AI Candidates will work on 3 of the scenarios with a partner to assess and interpret results https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bo
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			okmark=id.71whvwkcalhphttps://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.71whvwkcalhp https://www.youtube.com/watch?v=GlmUNJXKquk https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.8afm5dqzhr3

If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	EDU 4330 <i>Session 12..</i> Read Chapter 19 Moving Forward: The Role of Reflection in Planning Literacy Instruction page 332 EDU 4107 Fnds for Teaching English Learners Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx EDU 4110 SPED for Classrm Teacher Collaboration with Families EDU 4110 SPED for Classroom Teacher.docx Interview Project	EDU 4330 Candidates must complete 5 hours working with a student in reading. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.370l2ix0pqjs EDU 4107 Fnds for Teaching English Learners Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx EDU 4110 SPED for Classrm Teacher Collaboration with Families	EDU 4330 Candidates must complete 5 hours working with a student in reading. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.370l2ix0pqjs EDU 4107 Fnds for Teaching English Learners Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx
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	EDU 4110 SPED for Classroom Teacher.docx EDU 4200 Program Management for SPED Teacher Collaborating with Families EDU 4200 Program Management .docx Interview Project EDU 4200 Program Management .docx	EDU 4110 SPED for Classroom Teacher.docx Interview Project EDU 4110 SPED for Classroom Teacher.docx EDU 4200 Program Management for SPED Teacher Collaborating with Families EDU 4200 Program Management .docx Interview Project EDU 4200 Program Management .docx	
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All Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following additional tables as appropriate to the credential offered.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
MM/EX 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development	PR EDU 4330 Session 5. Lecture: MTSS, Structured Literacy, and Phonological Processing, Sl 13 Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx	PR EDU 4330 Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx	PR EDU 4330 Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx

MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development. Candidates for the MMSN and ESN credentials enroll in EDU 4330 and EDU 4333 along with Multiple Subject candidates. While enrolled in these two reading courses, candidates are also simultaneously enrolled in their first semester clinical placement (EDU 4330) and their second semester clinical placement (EDU 4333) so that content from the reading/language arts courses is applied in their clinical placements. As such, content set out in MM/EX7.2 and MM/EX 7.3 is introduced, practiced, and assessed in EDU 4330 and EDU 4333 on the following pages of this document: Page 44 Universal TPE 7.2 https://docs.google.com/document/d/1Rgok3CacXQ75udka tHHorW8SHHHLfncL/edit#bookmark=id.hjut7pza0yqu Page 46 Universal TPE 7.10 https://docs.google.com/document/d/1Rgok3CacXQ75udka tHHorW8SHHHLfncL/edit#bookmark=id.vso879ic6jf0 Page 48 Universal TPE 7.10 https://docs.google.com/document/d/1Rgok3CacXQ75udka tHHorW8SHHHLfncL/edit#bookmark=id.lf7vb6ein9c	PR EDU 4330Lecture <u>Adaptations for Dyslexics and Multi-lingual learners</u> Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities <u>Syllabus EDU 4252 Fall 2024.docx</u> EDU 4234 Curriculum Modifications: MMSN IEP and Inclusive education https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.4whg8wjl6o2k Creating collaborative relationships	<u>IPR EDU 4330 Intervention Practice Exercise and Assessment in Tier 1, 2, 3</u> <u>Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</u> Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities <u>Syllabus EDU 4252 Fall 2024.docx</u> See Sample Lessons, Literacy Instructional Planning and Literacy Activities pages 7-8	PR EDU 4330 <u>Intervention Practice Exercise and Assessment in Tier 1, 2, 3</u> <u>Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</u> Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities <u>Syllabus EDU 4252 Fall 2024.docx</u> EDU 4252 Final Project <u>EDU 4252 Syllabus Fall 2025.docx</u> EDU 4234 Curriculum

	EDU 4234-01 JTotter Spring 2024 J.docx EDU 4252 Reading Instruction for Students with ESN Slides https://drive.google.com/file/d/19_AW6LBuiA2ked0Xg7O-oK8JYsID-epj/view?usp=sharing EDU 4252 Literacy Skills for Students with Complex Communication Needs Slides https://drive.google.com/file/d/10764kKPnUAxNPhtU1EcZUCITJxgM-zRv/view?usp=sharing	EDU 4252 Syllabus Fall 2025.docx EDU 4234 Curriculum Modifications: MMSN Creating collaborative relationships https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.fbebu5wctvpo	Modifications : MMSN IEP Project https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquugtc3
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MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. As set out beginning on page 15 of Appendix B Response Phase III, as part of the 12 required lesson observations, there are 4 specific lesson that Multiple Subject and Education Specialist credentials are observed teaching and for which formative feedback is provided: Foundation Skill Lesson; Literature, Language and Comprehensive Component Lesson; Ongoing Diagnostics and Early Intervention Techniques Lesson, and Dyslexia Lesson. Prior to the Dyslexia Lesson , candidates are asked to complete observations of instruction for students with dyslexia, reading disorder, or reading discrepancy below level for age and/or grade. The feedback forms for these lessons and observations were provided in the original Appendix B submission and can be found marked with red **** beginning below on pages 16, 19, and 23-25. Links to these documents are also provided below. Foundation Skills Feedback Form https://docs.google.com/document/d/12mMcnsETNWjNUbXe4vBD3HNgQhsvZZIs/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true Literature, Language and Comprehensive Component Feedback Form https://docs.google.com/document/d/151V1HxT8hqaL2To2NM-VJ4tPi2LlOOtz/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true	Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx Week 7: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx EDU 4234 Curriculum Modifications: MMSN IEP and Inclusive education https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.4whg8wjl6o2k	Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx Week 7: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx EDU 4234 Curriculum Modifications: MMSN Creating collaborative relationships https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#	Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx EDU 4252 Final Project EDU 4252 Syllabus Fall 2025.docx EDU 4234 Curriculum Modifications : MMSN IEP Project https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquugqtc3
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Ongoing Diagnostic and Early Intervention Techniques Feedback Form https://docs.google.com/document/d/1qa6gkwzJWYISHynLVuyG2yq7i1eBnQru/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true Dyslexia Observations and Lessons Feedback Form https://docs.google.com/document/d/11-kjiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true	Creating collaborative relationships https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.fbebu5wctvpo All MMSN & ENS candidates in their first year of the program are required to take an all-day workshop on Creating a Legally Defensible IEP. https://docs.google.com/document/d/1ww4soGYSN5d8TGU22LZPGo444J_QNNYy/edit#bookmark=id.du2d256ndzt7 EDU 4252 Reading Instruction for Students with ESN Slides	bookmark=id.fbebu5wctvpo See Sample Lessons, Literacy Instructional Planning and Literacy Activities pages 7-8 EDU 4252 Syllabus Fall 2025.docx Education Specialist Handbook https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit#bookmark=id.52m75dmdq9lt	Education Specialist Handbook https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit#bookmark=id.52m75dmdq9lt Education Specialist Handbook Evaluation of Student/Intern Effectiveness Explained in text https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit#bookmark=id.1ci93xb
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	https://drive.google.com/file/d/19_AW6LBuiA2ked0Xg7O-oK8JYsID-epj/view?usp=sharing EDU 4252 Literacy Skills for Students with Complex Communication Needs Slides https://drive.google.com/file/d/10764kKPnUAxNPhtU1EcZUCITJxgM-zRv/view?usp=sharing		Links to forms used to evaluate candidate effectiveness are provided below MMSN Evaluation of Candidate https://docs.google.com/document/d/1WVUEXLBW7xvDA0YFkQbp2kmgHZUt6ZiW/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true
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			ESN Evaluation of Candidate https://docs.google.com/document/d/1g9gzvDXvz3szl1TVTEoMHXgujOFF2EYk/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true
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